### Reading Standards for Literature
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

### Reading Standards for Foundational Skills
- **Print Concepts:** Demonstrate understanding of print features (left to right, page to page, etc.).
- **Fluency:** Read appropriately leveled text with purpose and understanding.

### Instructional Targets

#### Leveled Book: The Lemon Test

Lesson 1 provides a simple book in three distinct reading levels. Emerging readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This Leveled Book is presented in three leveled formats: Level D, Level B and Level aa (captioned). Select the level appropriate for each student.

This unit's Leveled Book uses a story about a simple experiment to introduce the five senses. When they have finished the book, students should be able to name the five senses and describe how they can use their senses to learn about things.

- Introduce the story by talking about experiments. Explain that doing an experiment, or a test, can help you learn about things. Point out that this is how scientists often learn new things and make new discoveries. Ask, “Have you ever done an experiment? What did you learn?”
- On the first reading, do a picture walk. Note pictures of Alana examining the lemon. Emphasize that Alana can learn a lot about the lemon by using her five senses. Discuss the body part that is associated with each sense. Ask, “What do you do with your ears? (hear) What do you do with your hands? (feel) What do you do with your eyes? (see) What do you do with your nose? (smell) What do you do with your mouth? (taste)”
- Read the story aloud to model fluency. After reading the story, ask questions about what Alana learns about the lemon. Prompt students to name the body part and sense Alana uses to learn each piece of information.
- As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.
- During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.
- Support student reading, using the communication board to do so.
- Follow up reading with discussion on using the senses to learn about the natural environment. Ask, “How might you use your senses when you are outside on a walk? What might you learn?” Explain to students that not everyone can use all five of their senses. For example, some people cannot see, so they use other senses to do things. Some people who cannot see use their sense of touch to read. To read, they run their fingers over a raised dot system called braille.

#### Extension: Let’s Learn About Lemons

**Follow up reading of The Lemon Test by allowing students to use their senses to test lemons.**

**You will need**
- lemons (halved)
- copies of the Lemon Test data sheet

**Directions**
1. Give each student time for unguided exploration with a lemon half.
2. Guide students in applying each of their senses to the exploration of the lemon.
3. Have students record their learning on the worksheet. Students may use words, pictures or complete sentences to record ideas. This lesson provides pictures and words that will support students who need help in recording ideas.

**Standards Connection**
- Use the book features and the pictures to continue interaction with the book.
- Have students locate the title, the author and the illustrator of the book.
- Invite students to identify and describe characters, setting and events from the story pictures.

Pre- and post-assessments are available through Monthly Checkpoints.

### Differentiated Tasks

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Students will independently read literature stories and poems that have been adapted to student reading level.</td>
<td>Students will read supported and shared literature stories and poems that have been adapted to student reading level.</td>
<td>Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level.</td>
</tr>
<tr>
<td>Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading.</td>
<td>Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading.</td>
<td>Students will attend to shared story reading, giving supported indicators to turn the page or read more.</td>
</tr>
<tr>
<td>Students will independently read text stories that are selected at the personal reading level.</td>
<td>Students will state a word or point to a picture of an omitted word during shared reading.</td>
<td>Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).</td>
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</tbody>
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### Resources and Materials
- Leveled Book: The Lemon Test
- Communication board
- The Lemon Test data sheet
- Picture/Word cards and Word cards: nothing, bumpy, rough, hard, soft, yellow, football-shaped, clean, fresh, citrusy, sour, good, bad
- Standards Connection Lesson 1

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Instructional Targets

Reading Standards for Literature
- **Key Ideas and Details**: Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas**: Use illustrations to describe characters and events in a story.

Reading Standards for Literature and Informational Text
- **Craft and Structure**: Use text features to locate key information in a text.

Differentiated Tasks

### Level 3
- Students will locate the title, author and illustrator of a story.
- Students will describe characters and events in a story.
- Students will describe characters and events based on illustrations from a story.

### Level 2
- Students will locate the title of a story.
- Students will use picture supports to identify characters, setting and events from a story.
- Students will point to pictures within a story to identify named characters and events.

### Level 1
- Students will make a selection to indicate the title of a book.
- Students will select a picture to identify a character or an event from a story (single option or errorless choice).
- When presented with an illustration from a story, students will select a character or an event.

Tell students to use features and pictures from the book to discuss, locate and answer these questions.

**What is the name of this story?**

**Who wrote this story?**

**Who drew the pictures in this story?**

**Who are the characters in this story?**

**Where did this story happen?**

**What happened in this story?**
The Lemon Test
Level D

by Sarah Moore
Illustrated by Alex Wheeler
Alana wants to learn about lemons. What can Alana do?
Alana can use her ears.
She can listen.
The lemon does not make a sound.
Alana can use her hands. She can feel. The lemon is bumpy.
Alana can use her eyes.
She can look.
The lemon is yellow.
Alana can use her nose.
She can smell.
What is that smell?
Alana can use her mouth.
She can taste.
The lemon is sour.
What does Alana learn about lemons? Alana learns she does not like lemons.
Lemons are sour!
The End
Alana wants to find out about lemons.
She can listen to the lemon.
She can feel the lemon.
She can look at the lemon.
She can smell the lemon.
She can taste the lemon.
What about the lemon?
Lemons are sour!
The End
The Lemon Test
Level aa

by Sarah Moore
Illustrated by Alex Wheeler
Lemon.
Listen.
Feel.
Look.
Smell.
Taste.
Yuck !
Lemons are sour!
The End
Within each category, pictures are listed from left to right in the order in which they appear in the text.
My Lemon Test

I can hear...

I can see...

I can taste...

I can touch...

I can smell...
<table>
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<th>nothing</th>
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<th>hard</th>
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<td>citrusy</td>
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<tr>
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<td>nothing</td>
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